1. **How does this tool Facilitate Students’ critical thinking?**

This tool allows students to create a visual diagram and gives them a visual tool to use when exploring a problem. By allowing the students to gather and organize their information, this tool facilitates critical thinking by helping them to hypothesize and investigate, plan and organize their results.

1. **Create a new factor, describe its relationship to traffic jams, and add it to the map. Explain what you did.**

I added the factor of “availability of alternate routes.” If there are alternate routes available this will increase the amount of lanes that the traffic can travel on which will in turn decrease the amount of traffic that is at one point on the map and decrease the traffic jam. This can also decrease accidents because if there are more routes available this will prevent people from rushing to get into a lane because they know there is an alternate route.

1. **What are the key steps a teacher must take to set up the Seeing Reason Tool and engage students in using the tool?**

In order for a teacher to set up the Seeing Reason Tool, they will need to get the class to agree on a definition of what the problem is. The group can then work together to create the factors which will cause the defined problem. This section can engage students by pairing them off and having each group come up with an idea and creating it on the template. Next the teacher can have the students talk about the cause and effect of each of the factors on traffic jams. Once this occurs they can create a relationship between the factors. By having the students in teams they are constantly interacting with each other and with the teacher. This will help to keep everyone engaged. The last step is to have the students display and discuss their maps and their reasoning with the teacher and with the class. This will have them interact and be individually responsible for the information that they created.

1. **How do the examples stimulate your thinking of how to use the Seeing Reason Tool?**

The examples give me ideas about creating a cause and effect map of certain periods in history. The parties involved in a war, what was motivating each party internally and externally, etc. This can lead for a great historical scavenger hunt of information and it can help the students to explain the cause and effect of different situations in history and how they might overlap.

1. **How does the tool facilitate students’ critical thinking?**

This tool gives students a scaffold to support their learning to make an argument and to support their claims by showing evidence. Showing evidence is key in helping students to understand why they are making certain proclamations and it shows them the importance of backing up their claims with evidence. Having the students ask why is important so that they can understand where they are arguing from. Asking why is part of critical thinking because it takes the students beyond a factoid and makes them analyze their thought process.

1. **Explain how each of the assessments provides guidance to students throughout the project.**

This gives students guidance by having a specific area to fill in certain information. It is set up as a scaffold so that the students can set up their argument step by step. It has you provide a claim for your evidence and show support for it. It also has a section where it lists positive and negative support for the claim that you are making. This guidance is important for students to be able to develop an idea and support it if they don’t know where to start. The assessments help the students and teachers set goals, monitor progress, provide feedback, assess the process and performance and do a little reflection. Each of these gives the students guidance on how they are performing and where they can achieve at a better level.

1. **What are the key steps a teacher must take to set up the Showing Evidence Tool and engage students in using the tool?**

The teacher will need to develop a project, create and rate a piece of evidence, create a claim, link the evidence to a claim and rate its support, evaluate the claim and assess the results using the show report feature. The students will be engaged because they will come across different forms of evidence and there will be a source that they can explore to gain better insight or to back up their claim. The three check system allows for students to see how they performed in gathering data and they will want to develop the best supportive evidence and not just make up a claim and evidence to finish the assignment.

1. **How do the examples stimulate your thinking of how to use the Showing Evidence tool?**

This tool gave me ideas for social studies to explore the causes of a war or the implications of a law. This will make the students explore primary documents and look into the cause and effect relationships of everyone involved and they will explore and come up with supported ideas on their own using some of the resources that were provided to them.